CHAPTER SEVEN

POLITENESS, DEFENSIVE AND SUPPORT STRATEGIES

7.0 Introduction

The present chapter presents a compilation of three other types of strategies found in the analysis of Master's theses, namely, politeness, defensive and support strategies. The first section contains examples of politeness strategies while the second section deals with defence strategies. Support strategies are presented in the final section.

7.1 Politeness Strategies

The analysis of data for this study revealed that TWs used politeness strategies, especially hedging, throughout the writing of their theses. This is substantiated by Dato' Professor Dr. Asmah Haji Omar (Personal Communication:1999) who commented that politeness strategies are not confined to one particular area. Other researchers have similarly pointed out that their use is second nature to scientific writing (Myers,1989; Salager-Meyer,1997; Candlin,1997). Hence, the spread of this type of strategy throughout the different chapters of the theses used as corpus for the present study.

Tactic 1: By hedging with modals

Tactic 2: By using words that indicate probability

Tactic 3: By hedging with approximators of degree, quantity, frequency or time

Tactic 4: By making bald-on-record statements

The following subsections present the examples found in the data.

Tactic 1: By using modals to hedge the observations

The first set of examples (493 to 497) illustrates that TWs **used modals** such as **could** and **may** to suggest possibility:

(493) Firstly, the in-service teachers used a larger percentage (8.7%) of 'clarifying' moves than the pre-service teachers did (5.8%). This **could** mean that the experienced teachers have a greater tendency to spend a larger percentage of classroom time clarifying in comparison to the inexperienced ones.
(Menon,1991: Res)

[The observation was made based on the comparison of percentages obtained. **Could** suggests possibility.]

(494) Thus, it **could be inferred that** the subjects were divided into two almost equivalent groups.
(Low, 1994: Results)

[The use of the modal **could** and the **verb** both suggested the possibility of the observation made by TW.]

(495) As noted earlier, this difference **may** indicate that the pre-service teachers use teacher language with less precision and clarity than the in-service teachers do.

(Menon, 1991: Res)

[The modal **may** showed that TW left the option to the examiners to accept the observations made.]

(496) Items (16) and (17) below show that one word in the SL [Source Language] **may** have more than one equivalent in the TL [Translated Language].

(Ragavan 1991: Res)

[TW did not rule out the fact that the evidence could suggest another set of interpretation instead of the one she made.]

(497) From the figure alone, it **may be assumed** that the translators made an effort to use indigenious metaphors as much as possible.

(Ragavan, 1991: Res)

[TW used a compound hedge to suggest the possibility.]

Tactic 2: By using words that indicate probability

Another tactic used by TWs to present their observations was to use words such as **seem**, **probably** and **assume** to suggest that the observations made were probably true. The first set of examples (498 to 502) shows the TWs chose the lexical verb **seem** to present their observations:

(498) **It seemed that** the aminoacylase entrapped inside the poly-L-lysine coated calcium alginate beads was stable and active for more than 10 cycles of reaction.

(Siaw, 1992: Res)

(499) In general, the researcher's findings when using her own classification system, **seem** to be further reinforced by the cross-comparisons of the two groups' language behaviour . . .

(Menon,1991:Res)

(500) And in this study, all the neologisms **seem to be** in the verbal form. However, it cannot be generalised that all neologisms are verbs as they also come in other forms . . .

(Ragavan, Res:108)

(501) The pre-service teachers **seem to have** a higher priority for 'directing' and 'presenting' moves as indicated in the next section.

(Menon, 1991: Res)

(502) It **seems** . . . **to suggest** that there is a range of gearing ratios . . .

(Lim, 1984:Res)

In the following set of examples (503 to 510), TWs used words such as

possibility and **probably** to present their observations:

(503) There is a **possibility** that the State Government **felt** that it had to amend the Municipal Ordinance 1950 because the Municipal Council had come under the control of an opposition party, the Labour Party.

(Patsy, 1989: Results)

(504) . . . the pre-service teachers utilise higher percent language or behaviour such as "correcting" and "controlling speech" . . . . It **probably** indicates that the pre-service teachers are more judgmental than the in-service teachers when dealing with their pupils.

(Menon, 1991: Res)

(505) They [pre-service teachers] generally utilise higher percentages for communication with a pedagogic purpose . . . . This

probably reflects their perception of the main role of a language teacher. They **probably** perceive this to be "language controller" and "presenter" of language information.

(Menon, 1991: Res)

(506) The differences in their political beliefs **probably** influenced the State Government not to grant such loans to the Municipal Council eventhough the Council's request for loans was legal.

(Patsy, 1989: Results)

(507) The latter **probably** perceives the teacher as being a facilitator of language use and who also organizes the lesson content and coordinates pupil activities.

(Menon, 1991: Res)

(508) They **probably** confront pupil inattentiveness and lack of cooperation by using more assertive teacher language, thus "putting the pupils in their places".

(Menon, 1991: Res)

(509) There is a **possibility** that a personal favour or influence prompted them to reverse their own decision and to reconsider the matter in favour of Lim Kean Siew.

(Patsy, 1989: Results)

(510) It is also worth noting that more than one verbal example has been given by PSS(2), **perhaps**, in order to further aid the understanding of the pupils through repetition and reinforcement.

(Menon, 1991:Res)

Tactic 3: By hedging with approximators of degree, quantity, frequency

The data revealed that another tactic that TWs used to report the observations was by hedging statements with approximators of degree, quantity, frequency or time. TWs used these approximators to qualify the observations they made since exact figures were not given.

The use of such approximators was to support the statements that TWs made.

(511) **Most** of the studies on teacher language have been identified with observations on such teacher-centred lessons . . .
(Menon, 1991: Intro)

(512) Table 5 shows that **almost all** of the GLU-coated ACAG activity would disappear if the ACAG was suspended in glutaraldehyde solution for 10 min.
(Siaw, 1991:Res)

(513) This was **mainly** attributed to the pre-service teachers' tendency for redundancy in their classroom language.
(Menon, 1999:Abs)

(514) **Only about** 30% of the calcium alginate immobilized aminoacylase activity remained after the treatment with polythyleneimine and the activity was even less after [the] glutaraldehyde treatment.
(Siaw,1992: Conclu)

Tactic 4: By using bald-on-record statements

As stated earlier, the use of bald-on-record statements is for the sake of efficiency. Analysis showed that TWs used this type of statements because they assumed that examiners would also be able to see that the observations they made were obvious. This tactic was used to imply that the obvious cannot be ruled out by the examiners. In the examples below, the observations made are underlined below:

(515) **It was observed that** the pre-service teachers utilised a significantly larger quantity of teacher language than the in-service teachers.

(Menon, 1992:Abs)

(516) **It has been observed that** even at the completion of in-service and pre-service courses, most teachers fall back on conventional methods, **due to** their lack of knowledge of effective classroom management strategies.

(Menon,1991: Intro)

[In (515 and 516), TW began with the introductory phrase containing the word **observe** to focus the examiners' attention on what was observed.]

(517) The relatively high gearing ratios which the bank operated on over the years did not bring about a better performance. This is **consistent with the result of** the regression of gearing with return on assets which showed insignificance at the 0.05 level.

(Lim, 1984:Res)

(518) The . . . cotyledon explants with A.tumefaciens strain GV2260 . . . **failed** to regenerate shoots and eventually died under kanaycin (100 mgl^{-1}) selection.

(Meta, 1999:Abs)

(519) **Upon reviewing** these [EIA] reports, it was found that there was **not much difference** in the description of potential impacts during construction activities.

(Lakai, 1998: Res)

(520) Presently, environmental assessment is **not favourable** among developers **because** it is perceived as time consuming and would delayed [sic] the project development.

(Lakai, 1998: Conclu)

[Both TWs in (518) and (519) reported their observations baldly in order to be clear.]

7.1.2 To Report Some Uncertain Phenomena

According to Myers(1989:14), a writer may suggest "degrees of doubt" when interpreting findings to suggest that an alternative interpretation of the set of results is possible. In the case of TWs, and the fact that their findings were being evaluated, they would certainly need to be more cautious in reporting some uncertain phenomena. TWs reported these type of phenomena by:

Tactic 1: using words that indicate possibility

Tactic 2: using introductory phrases

Tactic 1: By using words that indicate possibility

TWs used the lexical verb **appear,** and the adverb **likely** to suggest the possible interpretation of something that they were still unable to identify. These words indicate that TWs were making an educated guess of what it could be:

(521) From the results of this project, it is **likely** that there is more than one type of protease present in cocoa beans.
(Seow , 1992: Res)

[TW suggested that other properties that were present could have affected the results obtained.]

In the following examples, TWs used **appear** to report what they observe but may not have sufficient proof to confirm:

(522) It also **appears** that the former possess both the linguistic versatility and knowledge of pedagogic techniques to use more effective teacher language to expedite classroom management for activity-based learning.

(Menon,1991:Res)

(523) Of the three districts, Amherst **appears** to have been the main area of paddy cultivation.

(Jatswan, 1992: Res)

Tactic 2: By using introductory phrases

Introductory Phrases indicate to the readers the weight of the statement (Myers:1989). This indicates willingness on the writer's part to leave open the possibility that an alternative interpretation of findings could be possible, especially since they, too, were not too sure of what they had observed. The analysis revealed that TWs used this type of politeness strategy to communicate that they leave it to the examiners' discretion to accept or reject the interpretation they offered:

(524) **This is a more likely possibility as** there have been no reports of pH studies with proteases using casein and BSA at such a high pH.

(Seow, 1992: Res)

(525) All these factors, one way or other, influenced the voters in GT . . . . . **Although there is no strong evidence to back this claim**, there is **possibility** that these Chinese educated youths who had joined the LP en mass had voted for the [Labour] Party. (Patsy, 1989: Res)

In the following example, TW first acknowledged the fact that she was doing an FTA by comparing her findings with Newark's claim, an established member of the community. Then, she redressed it by apologising that it was not her intention to counter the claim made by Newark. This shows that TW was well aware that her position as member of the community was still not confirmed, and the examiners might regard her conclusion as being premature:

(528) Newark has stated that the vast majority of metaphors are either anthropomorphic or reific . . . . The data used in this study, however, **do not support this statement**. Of the 416 metaphors gathered, there were 71 anthropomorphic . . . and only one reific . . . . **This finding, however, is not used to** disapprove Newark's statement because the sample is very limited.

(Ragavan,1991:Conclu)

In (529), TW first hedged the FTA with the adverb **perhaps** to soften the impact of the consequence that might affect the credibility of Stubbs' categories for future research. To redress, TW suggested that others might have tried to improve the system. This, indirectly, is an apology for the FTA by pointing out that the potential was still there in using Stubbs' category:

(529) **Perhaps,** this inadequacy can be attributed to the fact that Stubbs' metacommunicative functions were initially used for analysis of teacher language before the communicative approach in language teaching acquired its current popularity . . . . **Hence,** Stubbs' . . . were ideally suited for analysing

"whole group teaching" rather than for "small group teaching" or "pair teaching" strategies.

(Menon, 1991: MM)

TW in the example below was commenting on the inefficiency of the system used. This was, of course, an FTA because the system was developed by an established member of the community. So, he redressed it by saying that others might have already worked on improving the system. In this way, he redressed his FTA and apologised for it at the same time by putting the blame on himself for not using the latest updated version of the system:

(530) **Obviously,** studies **would have been performed** to improve on the aforementioned system. Nevertheless, **this cannot be confirmed** as the results were not reported. It is also **uncertain** whether Chibata (1976) and his associates are still using the same immobilized system or has developed a better system for the optical resolution of reacemic amino acids.

(Siaw,1992:Conclu)

When a non-member announces that the results are **in partial agreement** with the findings of a study conducted by an established member, an FTA is performed as it implies that something could be wrong. When TW in (531) pointed out that his findings did not tally, he was performing an FTA since it implied that there were some discrepancies in the results of the published study. But, by the very same token, TW redressed his FTA when he used the word **agreement** that implies that only some of the findings were different:

(531) The results of this study are **in partial agreement** with a recent similar study on cocoa protease . . .

(Seow, 1992:Conclu)

In example (532), TW redressed the FTA, and apologised for doing the FTA by explaining why the recommendation was not suitable for the particular isolates she used in her study:

(532) Cowan (1974) **recommended that** marine Vibrios be kept in a saltwater agar after 72 hours of incubation period at 22°C . . . . This method, **however**, was not applicable for these particular isolates.

(Chan, 1997:Conclu)

Tactic 2: By using the passive form

The use of the passive form is also another politeness strategy to redress FTAs (Myers:1989). The examples found in the data that used this tactic are given below.

TW in (533) used the passive form to introduce what was proposed earlier in her study. By pointing out what was discovered in the study, TW was performing an FTA as it seemed like she was dismissing what Newark claimed. To redress, TW explained why it was found to be different from Newark's claim:

(533) **It has been proposed that** the best procedure to follow in the translation of metaphors is to use the same topic as in the TL [Target Language] (Newark, 1981). However, **the analysis**

here **shows that this is not the method** always used nor is it always possible. One of the reasons for this lies with the translator.

(Ragavan,1991: Res)

TW used the passive form to redress the FTA, and the linker **although was** used to introduce the redress:

(534) Although cross-resistance **has been reported** in the fluroquinolones and quinolones (Nakano et.al, 1989 and Stamm, 1989), the **isolates in the present study did not display** any resistance to these compounds.

(Chan, 1997:Conclu)

7.1.4 To Make Bald-on-Record Statements

To write statements without any redress or any hedging devices would be considered as doing an FTA. However, Myers (1989:21) pointed out that this type of strategy is used "where demands of efficiency - and especially brevity - overrule other considerations" such as in abstracts and the methods sections. The analysis revealed that TWs used this form in order to be efficient.

The analysis of the data of the present study shows that the purpose of using bald-on-record statements is to:

Purpose 1: state the purpose of the study

Purpose 2: inform examiners of the method used

Purpose 3: inform examiners of the materials used

Purpose 4: summarise findings of the study

Purpose 5: state conclusion or observation made

Purpose 6: state calculations or equations used in study

Purpose 7: define terms used in study

For these sub-sections, only a listing of examples is provided. This is is aimed to demonstrate that TWs used this type of statements for the purposes outlined above. Only a few examples are provided for each purpose as providing the whole list would be cumbersome.

Purpose 1: To State Purpose of Study

Analysis shows that these statements were found in the **abstract, introduction** and **methods sections** of the Master's theses used as corpus of the study:

(535) **The main purpose of this study** was to determine whether pre-service teachers differed from in-service teachers in terms of the quantity and quality of teacher language utilised in the language classroom.

(Menon,Abs:4)

(536) **The aims of this study were** to establish an efficient immobilization method for aminoacylase and to report the preparation , properties, and applicability of the resulting immobilized aminoacylase.

(Siaw, 1992:Abs)

(537) This study was **mainly concerned with** the design of 2-channel isolated current measurement board.

(Abdu, 1997: Abs)

(538) The **main objective of this study is** to design an I/O interfacing card that can be used to ease the communication between a microcomputer and a sensor.

(Abdu, 1997: Intro)

(539) **The purpose here is** to determine the translation procedure as well as to evaluate the change in meaning, if any.

(Ragavan,1991:Intro)

(540) The effect of N-acetyl-DL-phenylalanine concentration on free aminoacylase activity **was studied to estimate** the Michaelis constant (K_m) and maximal vvelocity (V_{max}) of the enzyme.

(Siaw,1992:MM)

As demonstrated in the examples, synonyms and near synonyms such as **purpose**, **aims**, **objectives**, **studied** and phrases like **mainly concerned with** were used by TWs to inform the examiners on the aim of the study.

Purpose 2: To Inform Examiners the Method Used in the Study

In the case of the methods sections, especially in describing experiments, bald-on-record statements were found since the "assumed benefit to most" outweighs the threat of doing an FTA (Myers:1989). As such, TWs used "cookbook-like imperatives" without causing any threat. This was also done because the examiners would be more interested to know which method was actually used, and they would appreciate that TWs informed them baldly.

(541) **The researcher systematically analysed** the teacher language by simultaneously using three sets of categories . . .

(Menon,1991:Abs)

(542) **The researcher taped** a total of twenty-four lessons into twenty-two cassette tapes over a period of one month.

(Menon, 1991:MM)

(543) EIA reports reviewed **were randomly selected from** 1994 to 1997 . . .

(Lakai, 1998:MM)

(544) **Information about each item was coded using** an alphabetical classification system devised by the writer.

(Ragavan,1991:MM)

(545) The comparison **is done in two ways**. First, ... The second comparison is . . .

(Ragavan, 1991:MM)

(546) 0.2 ml of aminoacylase solution (0.33 mh per ml of 0.1M tris buffer, pH 7.0) **was added to** a test tube containing 0.2 ml of 0.5 mM cobalt chloride solution.

(Siaw,1992:MM)

(547) The results obtained **were then plotted by** referring to the activty of the enzyme at 37°C as 100%.

(Siaw,1992:MM)

(548) At the end of the second 3-week incubation period, **both qualitative and quantitative data were collected.**

(Meta, 1999:MM)

Purpose 3: To Inform Examiners about the Materials Used in the Study

Similarly, statements about the materials and corpus used in the study were stated baldly in the **methods** section:

(549) Aminoacylase from *Aspergillus oryzae* **was purchased from** Sigma Chemical Co., Missouri, U.S.A.

(Siaw,1991:MM)

(550) **The chemicals used in this study included:** Nobel Agar, purchased from Difco, USA and the hormones BAB, 24-D, IAA, NAA, Kinetin and Zeatin, purchased from Sigma, USA.

(Meta, 1999:MM)

(551) Bacterial isolates **were obtained from** a brackish water cage culture located in Pulau Ketam, Selangor.

(Chan, 1997:MM)

(552) In this study, **only locally incorporated banks are included** in the sample.

(Lim, 1984:MM)

Purpose 4: To Summarise Findings of Study

Summaries of findings using bald-on-statements were found in the **abstracts** and **methods** section of the theses:

(553) Signal from enzyme electrodes **were used in the analysis** to monitor the oxygen consumption or the production of hydrogen peroxide that represented the input current to the board.

(Abdu, 1997: Abs)

(554) Each channel **was selected [by]** using a software.

(Abdu, 1997: Abs)

(555) These isolates were identified using the conventional biocehemical tests and the API-20E system.

(Chan, 1997: Abs)

(556) Thirty eight bacteria isolates **were recovered** from seabass with vibrosis.

(Chan, 1997:Abs)

(557) Cotyledon explants of local tomato cultivars, MTI and MTII **exhibit the highest shoot regeneration (SR) efficiency** . . . in response to the applications of 3 mgl^{-1} zeatin and 5 mgl^{-1} kinetin alone and in combination with 1 mgl^{-1} IAA, respectively in MS medium.

(Meta,1999:Abs)

(558) **It was observed that** the ore-service teachers utilised a significantly larger quantity of teacher language than the in-service teachers.

(Menon,1991:Abs)

These examples were taken from the chapters on the **results of the studies**. The examples listed below support what Swales (1990:171) termed as "repetitive regularity" in the Results section. By using this type of sentences, according to Swales (1990), TWs seem to deny any association with the commentary or observation made.

The examples below (559 to 562) are a sampling of types of sentences used by TWs and sentences that use similar wordings or words are not included in this section:

(559) **The highest yield obtained was** around 65% and it took about 10 hours to complete the conversion of the substrate into the product . . .

(Siaw, 1992 : Res)

(560) 50% reduction of the substrate concentration to 10mM N-acetyl-DL-phenylalanine **resulted in** about 80% yield of product (see Figure 37).

(Siaw, 1992: Res)

(561) **The activity of the PLL-coated ACAG decreased gradually** with an increase in the pH of the reaction mixture. This has also been observed for the free aminoacylase and other immobilzed aminoacylase systems.

(Siaw,1992:Res)

(562) **A related finding** is that some metaphorical forms in English are not present in Bahasa Malaysia. For example, the deific metaphor is not found in the Bahasa Malaysia translation in this study.

(Ragavan,1991: Res)

Purpose 5: To State Conclusions

Generally, TWs used this type of statements in the concluding chapter of the thesis to reiterate the findings reported in the chapter on Results and Discussion:

(563) **This treatment was found to be able to improve** the batch operational stability of the immobilized enzyme two folds, from a half-life of two cycles to four cycles.
(Siaw,1992:Conclu)

(564) **No significant lost** of its activity **was detected** in the continuous operation.
(Siaw,1992:Conclu)

(565) **In conclusion**, calcium alginate immobilized aminoacylase that has been coated with poly-L-lysine is able to produce L-phenylalanine from N-acettyl-DL-phenylallanine efficiently.
(Siaw,1992:Conclu)

(566) With regard to the analysis of variance in performance . . . **it was found [that]** no significant difference in performance was observed at the 0.05 level.
(Lim,1984: Conclu)

(567) **It was found that** significant differences or the performance and ERRA respectively are not observed among the three asset groups of mercahnt banks.
(Lim,1984: Conclu)

Purpose 6: To State Calculations or Equations Used in Study

The analysis showed that calculations, statistical formulas and percentages were often stated baldly in the **methods** section. TWs

chose this method for sake of brevity in which explanations were given almost immediately:

(568) As the amplitude difference between any two adjacent levels in NBC [natural binary code] **is** a constant **given by**,

$$\Lambda = 2V_{FS} / 2^n$$

(Abdu, 1997: MM)

(569) The economy-wide or ``market'' and industry-wide used earnings aggregates **are calculated as follows** . . . [equation is given]

(Lim,1984: MM)

(570) The returns on shareholders' funds **is computed as follows** . . . [equation given]

(Lim, 1984:MM)

(571) The percentages of Shoot Primordia Induction and ShootPrimordia Elongation **were calculated based on the following formulae** . . .

(Meta,1999:MM)

Purpose 7: To Define Terms Used in Study

The following are examples in which TWs used bald-on-record to define terms used in their study:

(572) **ERRA** [Expense to Operating Revenue Ratio] **is defined in** equation (9) as follows: . . .

(Lim,1984: MM)

(573) In this study, industry **is defined to be** the commercial banks in the sample.

(Lim,1984: MM)

(574) In a microcomputer **the CPU is** a microprocessor, it fetches

binary-coded instructions from memory, decodes the instructions into a series of simple actions, and carries out these actions in a sequence of steps.

(Abdu, 1997: Intro)

(575) As the name suggests, **the volt-ohm-millimetre (VOM) is** a multi-function instrument that can be used to measure voltage, resistance, and current.

(Abdu, 1997: Intro)

(576) **Noise is defined as** unwanted sound, annoying or even damaging sound.

(Lakai, 1998:LitRev)

(577) **Noise pollution can be defined as** unwanted sound, . . . (Chattwal, et.al.,1989).

(Lakai, 1998:LitRev)

(578) The term ``vibriosis'' **refers to** a disease complex in which Virbrio sp. is specifically implicated.

(Chan, 1997:LitRev)

The common terms used to signal the examiners that they were going to state the definition, TWs used phrases like **refers to**, **defined as** and the formula X is Y (as in 574 and 575).

7.2 Defensive Strategies

In the analysis of the present data, there exist a set of strategies that TWs used to maintain their stand as well as to protect their study. This set of strategies is called defensive strategies and the findings show that the basic purpose was to save TWs' "face".

These strategies also enabled TWs to maintain their stance. By informing the examiners what their stance were, it was hoped that examiners would appreciate the interpretations and observations made by TWs. This, in a way, would be beneficial for TWs as examiners would not be too quick to judge the observations made by TWs.

From the analysis, it was found that TWs used defensive strategies to defend:

(a) their study from being faulted by the examiners due to problems encountered in the study

(b) the findings of their study

(c) the decisions made or stance taken

7.2.1 To Defend Why Problems Occurred in Study

It would be normal for TWs to encounter problems or shortcomings in their study. When TWs report this in their theses, they would then need to defend themselves in order to convince the examiners that they have made every attempt to prevent them from happening. In experiments, for instance, certain shortcomings could not be avoided as certain conditions were beyond the control of TWs. Therefore, TWs

would need to defend these shortcomings so that examiners would consider these shortcomings as weaknesses in their study.

The analysis revealed that defensive strategies were used as follows:

Tactic 1: By citing other studies which had similar shortcomings or problems

Tactic 2 By playing down the effect of the shortcoming

Tactic 1: By citing other studies that faced similar problems

The analysis showed that one persuasive tactic used by TWs to defend their study was by **referring to other studies** that faced similar problems or difficulties. The implication was that if other studies mentioned had similar problems, then the examiners should not fault their own study. This way TWs were indicating to the examiners that the problems they faced were not uncommon.

In (579) TW hedged with the use of the modal **may** and the adverb **likely** to indicate possibility. She also used the phrase **at least** to indicate the likelihood that what she speculated was indeed the main cause. Two previous studies were cited in her defense:

(579) **According to Fisher (1979)**, simultaneous equation bias **may** have been the reason **for at least some of the reason** of the cross price elasticities possessing negative signs. These inconsistencies are all **likely** to be due to the effects of high degree multicollinearity. Moreover, **Main et.al (1976)** stated that **it is common in demand studies** . . . that serious multicollinearity difficulties occurred.

(Dwisetia, 1990: Res)

In the following example, TW defended that her choice of method was not the root of the problem. This she confirmed by making reference to an expert in the field whom she consulted. Then, she proposed that the main cause was because the isolates were not plasmid-mediated:

(580) The modified KL method **had been used** to screen for plasmids **in the same battery of isolates**. **Similarly, no plasmids bands were detected** (Dr. Mariana, Faculty of Biomedicine and Health Community, personal communication). **Therefore**, the present method is not the cause of failure in detecting the plasmid bands. **Rather**, antibiotic-resistance of the isolates are not plasmid-mediated.

(Chan, 1997:Conclu)

In the next example, TW framed her defensive strategy in two stages. She began by **describing the phenomenon** and then defended that its occurrence was **not unusual** since it was also reported in another similar study:

(581) It can be seen that at higher substrate concentrations . . . it **appears** that the proteolytic activity . . . was inhibited . . . This phenomenon of excess cassein **may be unusual but it also occurred in a similar kinetic study of papain**.

(Seow , 1992: Res)

TW in the next example first described the problem, and then went on to defend the study by citing another study that had a similar problem and was able to identify the cause:

(582) 50% of its activity was lost after the first cycle of reaction and the activity continued to decrease in subsequent cycles . . . . **It has been reported that** the pores on the surface of calcium alginate beads were too large for enzymes (Tanaka et.al.: 1984a)

(Siaw, 1992: Res)

In the following example, TWs used a double negative **not unusual** to indicate that the occurrence is quite common:

(583) The high temperature optima of protease **is not unusual**. [TW then listed examples of similar case.]

(Seow , 1992: Res)

TW in example (584) explained that it was quite the ``norm'' for the antibody to take that long to develop. Therefore, there was no problem in the study after all:

(584) Figure 1 shows the steady development of antibody titer over a period of the immunization regime (52 days). . . . **It is common that** detectable antibodies is not demonstrated until five to seven days after the first exposure to antigen (Meynell, 1974).

(Chan, 1997:Conclu)

Tactic 2: Play down the effect of the shortcoming

This defensive strategy was used to **minimise the effect** of the problem. As such, TWs defended the study and findings by using the

negative forms of **do not influence**, **not vital**, **do not indicate**, and the word **nevertheless** as shown in the following examples:

(585) One limitation **of the NADES is** the absence of noise modeling and noise contour. This prevented the system from predicting noise level due to construction activities and upon operational stage. **Nevertheless, this limitation does not influence results** produced from the prototype.

(Lakai, 1998: Conclu)

(586) **It is not vital** to present these results in terms of percentag, **as these results** [sic] in terms of percentage, as results will gives a very significant level. **This is because** there were no difference in the proposed mitigating measures by each report.

(Lakai, 1998: Res)

In the following example, a completely different set of approach was used by TW to defend her findings. She used an analogy to explain that variations do occur. She substantiated this further by claiming that the differences did not signify that the reactions were erroneous:

(587) The **reason** for the diffferences . . . is that what **we** are working for with a living system and like man, **not all** species conform to how they are supposed to react. **Not all** members of a given species will react to a particular test in the same way. **Variations** do occur **especially** among the various Gram-negative genera which are most difficult to identify. **Therefore, these differences do not indicate that API-20E reactions are erroneous**, as long as the variable reactions are accounted in key or coding systems.

(Chan, 1997:Conclu)

7.2.2 To Defend Findings

The analysis showed that TWs used defensive strategies to defend the significance of the findings although these might not seem to be substantial. To defend the findings, TWs pointed out to the examiners why the findings were still significant.

In the three examples below, TWs used the word **still** to stress the significance of the findings. The modal **may** was used to indicate the possibility of the observations made. Words like **although**, **though** and **but** were also used to defend their findings:

(588) **Although** these differences are all rather small, they **may still** indicate that the pre-service teachers have a different perception of the teacher's role when compared to the in-service teachers.

(Menon,1991: Res)

(589) There are five examples of this type of translation making up a total of 1% of the total. **This is a small number no doubt, but** it is **still** not a satisfactory procedure to follow in all instances. . . . As can be seen from these examples, grammatically and structurally, there is nothing to show that there is anything wrong with the translation. But the meaning is questionable.

(Ragavan, 1991: Res)

(590) 21 items from the total corpus have been incorrectly translated. **Though** this figure **may not seem** high, it is **still** reflective of a problem in translation which should be avoided at all cost.

(Ragavan, 1991:Res)

In the next example, the introductory phrase **this is but** was effective as a method of admitting that the number was quite insignificant and would not affect the overall findings. TW hedged with **may** and **seem**, and stressed the significance of the finding with the word **yet**:

(591) **This is but** 7% of the total (416) and **may seem** a **negligible** number compared to the correct translations. **Yet,** it shows that there are people who are still not competent enough to carry out a translation and there is a greater need for more careful translation.

(Ragavan, 1991: Res)

In example **(592)**, TW admitted that the finding might not seem to be significant using words such as **but** and **although.** However, she defended her findings by pointing out why they should be considered anyway by using words such as **yet**, **still** and **could** to indicate that these findings do have a bearing on the quality of the translation:

(592) The number **seems** low **but** this means that there are still local translators who make mistakes in the translations of novels from English into Bahasa Malaysia.

(Ragavan, 1991: Res)

(593) Item (81) was considered a wrong translation because it may cause confusion due to the ambiguity present. . . . . **Although** this mistake is **not really significant**, it is stated here to show how ambiguity of the TL (Target Language) **could** affect the quality of translation.

(Ragavan, 1991: Res)

7.2.3 To Defend Decisions Made in the Study

In the planning and the execution of a research, TWs would have to make certain decisions. The analysis revealed that TWs defended their decisions by:

Tactic 1: using the passive form

Tactic 2: using the first person plural pronoun

Tactic 3: explaining their stance

Tactic 1: By using the passive form

It was found that TWs defended the decisions they made by using the **passive form** to make the decisions sound more authoritative and the decisions were not made without consultation with an expert, namely, the supervisor(s). Indirectly, this would indicate to the examiners that If they were to make any criticisms, it would be an FTA since the decision was not entirely that of the TWs:

(594) **A decision was made** to classify those who scored a total of between 19 and 38 points as having a negative attitude towards the CAI courseware and 39 to 76 points to be in the positive attitude group.

(Low, 1994: Results)

(595) . . . it was found that not all firms have the same accounting fiscal year. **No attempt**, **however, was made** to segregate the

various firms into groups according to their financial years. This was **prompted by three reasons**: [lists]

(Lim, 1984: MM)

(596) However, as a result of this [previous] study **a decision was made** not to use either of these two detergents for this purpose.

(Seow, 1992: MM)

(597) **A decision was made** to fractionate the crude extract with a smaller increase of ammonium sulphate saturations.

(Seow, 1992: MM)

(598) 18 hours of reaction time and 20 mg of carbodiimide were finally used in the preparation of cross-linked ACAG. **This decision was made** after both the specific activity and the stability of the immobilized enzyme were taken into consideration.

(Siaw, Res: Conlcu)

(600) **A decision was made** to classify those who scored a total of between 19 and 38 points as having a negative attitude towards the CAI courseware and 39 to 76 points to be in the positive attitude group.

(Low, 1994: Results)

(600) **It was decided** that the best concentration of protease to be used . . . .

(Seow:, 1992: MM)

Tactic 2: By using the first person plural pronoun "we"

The use of the first person plural pronouns lessens the impact of the claim or criticism made (Myers1998:7). When TWs used **we** it would include the supervisor(s) to indicate that prior agreement has been made between them before the discussion was presented. It also implied that the decision was made by TWs together with the supervisors.

The use of **we** as opposed to the use of the first person singular pronoun ``I'' is also a mark of respect for the examiners. The use of the pronoun ``I'' sounds more personal and is probably more suited for use by established members of the exoteric group such as the examiners. TWs would sound more humble if they used **we** instead.

The following are examples in which TWs used **we** to defend the observations made. **We** was also used to indicate solidarity with the examiners:

(601) **We** can notice that some of the metaphors are **translated literally** in Bahasa Malaysia, such as in items (42) [and] (45).
(Ragavan, 1991: Res)

(602) Here again, **we** have the case of the translator wanting to give equivalents **without considering how it would look culturally**.
(Ragavan, 1991: Res)

(603) But when **we** look at individual metaphors, **we** may see that **they are translated literally** and so take the form of the original metaphor.
(Ragavan, 1991:Res)

(604) **We** only have to look at the difference in climates in Western countries and Malaysia to see how ecological factors can cause problems for the translator.
(Ragavan, 1991: MM)

Tactic 3: By explaining their stance

The following set contains examples of TWs negotiating with the examiners the best way to view their studies so that examiners would

understand the study from TWs' perspective. This would be a significant point because the choice of perspective would affect the manner TWs interpret their findings and make observations. By explaining their stance to the examiners, the examiners would be made aware of how TWs derived their interpretations:

(605) The significance of Mergui to Ayuttaya's commercial links with the Bay of Bengal **cannot be underestimated**.
(Jatswan, 1992:Intro)

(606) **It must be borne in mind that** the precise identification of aetiological agent(s) is not just for academic purposes, rather it has great practical significance. This knowledge of the aetiological agent(s) of vibriosis is required prior to a treatment regime.
(Chan, 1997:LitRev)

(607) After the leadership . . . fell into the hands of the Chinese-educated youths, the LP Councillors in the MC were required to reflect the Party's interests in the MC which were more often than not political in nature. **It is against such background that** the role of a LP councillor . . . after 1963 **should be viewed.**
(Patsy, 1989: Res)

In the following three examples, TW used the first person singular pronoun ``I'' to purposely exclude the supervisor. By doing so, he was defending his stand without implicating the supervisor. This way, he would seem more credible, and responsible for his own opinions.

(607) Some views expressed in this thesis are no doubt **influenced by my own interpretation of events** that took place between the years 1951 and 1966.
(Patsy, 1992: Intro)

(608) Where possible, too, I have tries to back these claims with reference to authoritative source materials. However, there are some general observations made for which no claims is made except that they **appeared to be reasonable at the time of writing this thesis**.

(Patsy, 1992: Intro)

(609) As a result of the lack of source materials, there is that **possibility that no great significant finding** was made with regards to this topic.

(Patsy, 1989: Intro)

7.3 Distribution of Defensive Strategies

The examples of defensive strategies found in thesis writing are tabulated to show the distribution in the different parts of a thesis. These are presented in Table 7.1 below:

Chapters in Thesis	Defend Why Problems Occurred		Defend Findings		Defend Decisions	
	Arts	Science	Arts	Science	Arts	Science
Introduction					4	
Literature Review						1
Materials and Methods					4	3
Results and Discussion		5	6		4	
Conclusion		4				1
TOTAL	***0***	***9***	***6***	***0***	***12***	***5***
Percentage for each field	***0%***	***100.0%***	***100%***	***0***	***70.6***	***29.4***
Total for each purpose	*9*		*6*		*17*	
Percentage for each purpose	***28.1%*** *(9/32)*		***18.8%*** *(6/32)*		***53.1*** *(17/32)*	

Table 7.1 Distribution of Defensive Strategies

Table 7.1 shows that in terms of frequencies, this strategy was not used much by TWs. It can be seen that the two main uses of this strategy were to defend the decisions made by TWs (53.1%) and to defend problems encountered in study (28.1%). The figures show that TWs from both fields used this strategy to defend the decisions made.

However, what is more significant is that TWs in the Arts (70.6%) seemed to qualify and defend the decisions more than TWs in the Sciences (29.4%). More interestingly, the defensive strategy was used only in the Arts to defend findings and these examples, in fact, came from the same source. One possibility could be the writing style of the TW concerned who found it necessary to defend her findings.

One other possibility could be related to the differences in how TWs from different fields approach their study. The Sciences make use of facts and empirical evidence as support, and base their conclusion on "hard facts" such as statistics while those in the Arts generally base their conclusions on speculations and observations which are not easily quantified such as attitude and beliefs. Hence, TWs in the Arts tend to qualify and defend their choice of methods and materials used.

In this study, only TWs from the Sciences used this set of strategies to defend their study when problems occurred. Some of the problems

they encountered were due to experiments that did not turn out the way they expected. TWs found the need to be on the defensive so that examiners would not reject their findings due to the unexpected turn in their study.

It is worth noting that defensive strategies were concentrated mainly in the Results and Discussion chapter. Defensive strategies used for defending the decisions made were found mainly in the Materials and Methods chapters, and the Results and Discussion chapters. This is probably so because these two chapters are related: one sets up the study while the other presents the results.

In summary, although in terms of frequency TWs did not use them as much as the other two sets of strategies, it is evident that they are mainly found in the Results and Discussion more than any other parts of the theses.

7.4 Support Strategies

Support strategies, as the name implies, were used by TWs to support the observations and discussion of findings. Analysis showed the following types of support strategies were found in the data:

(a) non-linear texts

(b) citations

(c) explanations

(d) exemplification and illustrations

(e) statistics

The sections that follow presents examples of these types of support strategies taken from the corpus.

7.4.1 The Use of Non-Linear Texts

The use of non-linear texts such as graphs and figures add visual impact to the text, according to Dato' Professor Dr. Asmah Haji Omar (Personal Communication:1999). Therefore, TWs present their findings in non-linear forms so as to give such an impact to the text that contain them. Moreover, findings presented in non-linear forms that are clearly explained are user-friendly and would assist examiners in their reading and evaluation. Gong and Dragga (1995:395) reveal that "visual display of information might influence the reader's opinion."

This section is divided into three parts. The first part discusses the amount of non-linear texts found in three subject areas: English, Economics and Biological Sciences. The second part presents the

analysis of the preferred type of non-linear text used in these three areas. The third part contains examples of the kinds of words used to discuss non-linear texts used in Master's theses.

7.4.1.1 Amount of Non-Linear Text Found in Master's Theses

This section presents the results of the analysis conducted on the types and amount of non-linear texts used in Master's theses. The results of the analysis conducted on six (6) Master's theses are shown in the following page.

Table 7.2 shows that the lowest percentage of non-linear text is found in the theses on English, that is, Theses 1 and 2. Thesis 1 contained 14.81% and Thesis 2 had the lowest amount (6.05%) of non-linear text among the six theses. On average, only 10% of the texts were non-linear. This implies that the theses on language rely heavily on linear texts to present their arguments and findings.

As indicated in Table 7.2, the highest amount of non-linear texts is found in the theses on Economics. Thesis 3 had 48.77% of its text in non-linear form while Thesis 4 had 33.01%. This shows a heavy reliance on non-linear texts in the theses on Economics. On average, over 40% of the texts were in non-linear form. Theses in the Biological

Sciences form the middle group. With an average of 29% of text in non-linear form, this means one-third of the texts are in non-linear form.

Percent. (%)	Tables	Graphs	Equations	Photo-graphs	Diagrams	Total Non-Linear	Total Linear
English Thesis 1	14.08				0.73	14.81	85.19
English Thesis 2	6.05					6.05	93.95
Econs. Thesis 1	26.74	16.95	4.16		0.92	48.77	51.23
Econs. Thesis 2	27.11	3.44	2.46			33.01	66.99
Biol. Sci. Thesis 1	4.34	29.53	1.02	1.47	0.13	36.49	63.51
Biol. Sci. Thesis 2	5.49	13.61		1.51	0.27	20.88	79.12

Key: Econs - Economics
Biol. Sci. - Biological Sciences

Table 7.2: Percentage Distribution of Non-Linear Texts in Master's Theses

This analysis shows that the subject matter of theses may influence the presentation style. It is evident that the two theses on language used as corpus in this study did not make much use of the non-linear form. Economics, on other hand, despite its slant towards the Arts, was found to have used a large proportion of non-linear texts. Biological sciences can be said to have maintained a balance of the linear and non-linear forms.

This analysis also reflects how TWs persuade examiners in terms of the amount of non-linear texts used. The extremes are found in the theses on languages and Economics. It seems that language TWs do not depend as much on non-linear texts to convince examiners as they depend more on the linear form. It is quite possible to interpret that TWs in Economics may be expected by examiners to be able to base their discussion on the figures presented in non-linear texts. The table shows that a major part of the theses on Economics are in the non-linear form (Thesis 1 has 48.77%, Thesis 2 has 33.01%).

7.4.1.2 Types of Non-Linear Form Used in Master's Theses in English, Economics and Biological Sciences

The types of non-linear text found in the theses are illustrated in Table 7.3. These are tables, graphs, equations, photographs and diagrams. Of the two types of graphs found are line and bar graphs; both are put in the same category of graphs in the table on the following page.

Table 7.3 shows that the theses on English used mainly tables (96.05%) and only about 3.5% of the non-linear are diagrams. The theses on Economics, on the other hand, used all but photographs. Tables make up 65.85% of the non-linear texts found, followed by graphs (24.93%) and equations (8.09%).

Subject Area/ Types of Graphs	**English** (%)	**Economics** (%)	**Sciences** (%)	**Types Used** (Ave. %)
Tables	96.05	65.85	17.13	**59.82**
Graphs		24.93	75.20	**33.38**
Equations		8.09	1.78	**3.29**
Photographs			5.19	**1.73**
Diagrams	3.50	11.13	0.70	**1.78**
TOTAL	**100.00**	**100.00**	**100.00**	**100.00**

Table 7.3 : Types of Non-Linear Texts in Master's Theses

Table 7.3 shows that diagrams are also found but only for 1.13 %. In the Biological Sciences theses, graphs rank the highest (75.20%) while tables rank the second (17.13%). One type of non-linear text found in the Biological Sciences that is not in the others is photographs, which make up 5.19% of the type of non-linear text used.

The type of non-linear forms reflects the nature of the subjects concerned. In Biological Sciences, the best way to prove their findings is by using photographs as written description will not be able to provide details compared to photographs. In Economics, tabulation of expenditure is easier for examiners to look at the figures while graphs display trends clearly. Thesis on languages, as the name implies, deals largely with words. Of the two theses examined, only one had more tables because it dealt with frequencies on different types of teacher talk the classroom. This indicates that most language studies

use qualitative rather than quantitative methods. Economics is a subject that uses basically quantitative analysis and interpretations are based on the numbers.

In terms of persuasion, it seems that Economics, based on this analysis, prefer to use visual impact strategies to present its findings. It was indicated earlier that almost 40% of the texts were found to be in non-linear form (Table 7.2). This is probably because it deals mainly with numbers; so TWs prefer to show the examiners the figures obtained and move on from there.

Persuasion by TWs in languages basically deal with linear texts since less than 10% make up the non-linear form. Biological Sciences form the middle group but if we look closely, theses written on biological sciences make the most attempt to persuade by using non-linear form in terms of the types used. All five types of non-linear texts presented in Table 7.3 are found in the theses on Biological Sciences.

7.4.2 The Use of Citations as Support

The use of citations is a form of strong support as the cited studies would be from the established members of the community. Berkontter

and Huckin (1993) pointed out that without the use of this type of intertextual support, claims would not be admitted as knowledge.

TWs would also assume that examiners would prefer evidence cited from previous studies conducted by established members. TWs are found to use citations to support their observations and their reports on research findings. This section contains a sampling that shows TWs using citations as support strategies.

TWs used citations to support their assumptions:

(610) **It is felt that a variable** that may influence learning is the attitude of the learner. **Studies carried out** on attitudes and computer-assisted instruction (CAI) (Heywood and Norman, 1981; Johnston, 1987; . . .) **concur that** students' attitudes towards CAI is crucial for the success of computers as an educational technology [sic].

(Low, 1994:Intro)

(611) This is one factor that need[s] to be considered before conducting any noise measurement. The purpose of noise measurements should be considered in selecting the position of the microphone **(Wells, 1979).**

(Lakai,1998:Res)

(612) Chi-square tables is an approximation and the approximation will be poor if more than 20% of all expected values are less than 5 **(Hildebrand, 1986).**

(Lakai,1998:Res)

(613) In the area of testing, **this researcher concurs with** writers like Butler (1990), Carrol and Rezk (1990) . . . **that** the concordancer could be put to good use in the development of inferencing skills . . .

(Low, 1994: Res)

TWS were also found to refer to other sources to support the observations made:

(614) **Another source points** to the existence of a Bengal folk song about the tyranny of the Arakanese.
(Jatswan, 1992:Intro)

(615) **According to Reid**, Arakan was probably an important supplier of slaves to the major Muslim cities of Southeast Asia.
(Jatswan, 1992:Intro)

(616) **One source notes** that ``hundreds of elephants were shipped away every year''. Together with exports of tin, sandalwood (Santalum album) and sapanwood (Ceasalpina sappan).
(Jatswan, 1992:Intro)

(617) A governor, representing the Burmese court, was at Myauk-U. **According to various accounts**, he opened a reign forms . .
(Jatswan, 1992:Intro)

Cited sources were also used by TWs to defend the methods/materials used:

(618) Generally, the sample size should be at least 30 for satisfactory results to be obtained (Daugherty, 1978).
(Lakai,1998:MM)

(619) The chi-square was used to test the hypothesis of independence and is of much value in testing the significance of the relationship between 2 distribution **(Fitzgerald, 1978).**
(Lakai,1998:MM)

7.4.3 The Use of Explanations as Support

The data revealed that when TWs explain the meaning of terms, they become clearer and easier to understand. Analysis showed that this form of support strategy was widely used by TWs in the Science fields.

To explain, TWs used words such as **refer** and **means**, and specific references made such as **namely**.

As the examples illustrate, the explanations were made simple so that the terms used were easily understood and not complicate matters any further. The use of explanations as support is a tactic used by TWs to demonstrate to the examiners the depth of their understanding.

The following are the examples taken from the corpus:

(620) PTS **refers to** any hearing loss, which is persistent.
(Lakai, 1998:LitRev)

(621) They [CPUs] are bi-directional. **This means that** the CPU can read data in from memory or from a port on these lines, or it can send data out to memory or to a port on these lines.
(Abdu, 1997: Intro)

(622) There are two levels of a computer programming, **namely,** a high-level language and a low level language.
(Abdu, 1997: MM)

7.4.4 By Providing Illustrations or Examples

Similar to the method above, illustrations and examples serve to aid the understanding of the text and the concepts used. The examples, for instance, were supplied by TWs to connect concepts and terms to their study. This may also help examiners visualise what was meant.

(623) Each type is best suited for a certain range of applications. **For example**, a microcomputer incorporated as part of an industrial controller may possess much processing power but be small in physical size.

(Abdu, 1997: Intro)

(624) **An example** of this type of sensor is the National LM35.

(Abdu, 1997: LitRev)

(625) Peripherals **such as** keyboards, video display terminals, printers, and modems are connected to the I/O section.

(Abdu, 1997: Intro)

(626) Types of environmental impacts **can be expected to include** population growth; high-density urbanistion,; industrial expansion . . . .

(Lakai, 1998:Intro)

(627) **Only four or 17.4%** of the *V.alginolyticus* swarmed. A **large number or 82.6%** of the *V.alginolyticus* isolates did not swarm on solid medium.

(Chan, 1997:Results)

7.5 Summary

The examples presented in this section were included to show the types of politeness strategies and support strategies used by TWs in Master's theses. The examples show that Bald-on-Record statements were found in theses, and that they were used without any intention on the part of TWs to perform FTAs. Instead, the need for TWs to be brief, efficient and direct "overrides the demand of politeness" (Myers,1989:21).

The analysis revealed that TWs were aware of the need to be polite when presenting their findings to the examiners. Defensive strategies,

on the other hand, gave TWs the opportunity to defend themselves in their theses as well as explain their stance. Thus, it can be concluded that the use of politeness strategies and defensive strategies was beneficial to the TWs. This demonstrated that politeness strategies helped TWs report the observations they made. These strategies were used to report the phenomena.

Generally, the use of politeness strategies was found throughout the thesis. Support strategies, on the other hand, although they did not form the main text, were vital to the persuasive attempts made by TWs. They provided the proof and support to the statements made by TWs.

Defensive strategies, on the other hand, were used by TWs for the primary purpose of protecting themselves and their study. This set of strategies was useful since TWs were not able to communicate with the examiners. It was shown in the examples that TWs were cautious and used politeness strategies when they defended themselves and their work.

The findings presented in this chapter seem to support the notion that TWs do realise the need for them to be humble when presenting their findings to the examiners. In the present study, it was found that TWs

defended themselves by using the pronoun "we" to indicate humility towards the examiners. But at the same time, they also took the advantage of the fact that their supervisors belonged to the exoteric group of the community.

As illustrated earlier, non-linear texts gave visual impact to the presentation of research findings. Besides cutting down on the monotony in reading linear texts, they gave visual impact and versatility to the presentation of hard facts.

The analysis on the type of non-linear texts found in theses suggests that its usage depended on the area of study and the information that TWs would like to present. Firstly, the subject may demand the use of certain type of non-linear texts as opposed to the other types available. For instance, to clearly show the shape of a shoot, photographs as opposed to linear description would be a better choice. Secondly, the type of information to be displayed may determine the type used. Line graphs would be more appropriate to present trends than bar charts.

The analysis showed that TWs used citations to strengthen the arguments they put forward. Since citations were taken from previous studies, their use would not be disputed. Illustrations, exemplifications and explanations help clarify the points TWs were attempting to make.

As a conclusion, the presentation of the three types of strategies in this chapter completes the collection of persuasive strategies found in the corpus of the present study.